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The bulletin was issued to assist in preparing a course in line with College Entrance Examination Board's Advanced Placement Program, for students gifted in foreign language ability.

The teacher's preparation should qualify him to teach literature and culture on a college level. He must be fluent in the language and, preferably, should have lived or studied in the country in which his language is spoken.

The college-level work should be part of a well-planned sequential program of at least six years beginning in grade 7. Course content, method, and expected level of achievement are discussed. Reading should involve comprehension without translation. The student should attain a high degree of proficiency in the areas of listening, comprehension, and literary analysis. A list of suggested readings and references for teachers and students accompanies the text.

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ADVANCED PLACEMENT PROGRAM IN SPANISH

The University of the State of New York
The State Education Department
Bureau of Secondary Curriculum Development
Albany

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Preface

For a number of years, the State Education Department has encouraged and aided schools to make special provision for the education of gifted pupils. In accord with this policy, this Bureau is issuing a series of statements regarding possible advanced courses for the gifted in certain academic subjects, of which Spanish is one.

Other advanced placement program statements in the series are those for French, English, American history, mathematics, chemistry, and biology.

The basic material for the suggestions given on the following pages was drawn from the Advanced Placement Program: Course Descriptions (1960), published by the College Entrance Examination Board. The initial step in preparation of the manuscript was the formation of an advisory committee, which included Emilio Guerra, High School Division, Board of Education, New York City; Dean W. McPheeters, Syracuse University; Arthur A. Natella, Lincoln High School, Yonkers; and Seymour Resnick, North Senior High School, Great Neck.

After the committee conferred, Mr. Resnick wrote a manuscript. The manuscript was reviewed and suggestions for its improvement were made by Morton E. Spillenger, associate in foreign languages education. Mr. Spillenger also made valuable contributions to the bibliography. The manuscript was edited by Vivienne Anderson, associate in secondary curriculum development. The project was done under the guidance of Paul M. Glaude, supervisor of foreign languages education, who made many valuable suggestions concerning the manuscript.

Gordon E. Van Hooft
Chief, Bureau of Secondary
Curriculum Development

Warren W. Knox
Assistant Commissioner for
Instructional Services
(General Education)

1961

Organization of the Advanced Placement Course

Introduction

The course in Spanish described in this publication is a college-level course designed for students who are gifted in foreign language study and who intend to seek advanced placement in the college freshman year by taking the Advanced Placement Examination given by the College Entrance Examination Board. Because of the difficult nature of this program, it is recommended that the Advanced Placement Course be offered five periods a week in grade 12 as the final year of a six-year sequence in the language.

In specifying a college-level course in Spanish, it must be realized that no single pattern exists among colleges for such a course, either in content or achievement. It is the responsibility of each school, therefore, to determine the specific content of the course to achieve the goals expressed in the Advanced Placement Program: Course Descriptions, College Entrance Examination Board, 1960. The Department has prepared this statement to assist schools in planning such a course.

The secondary schools may wish to develop college-level courses for gifted students, whether the students intend to seek advanced placement in college by taking the examination given by the Advanced Placement Program of the College Entrance Examination Board, or whether they are seeking enrichment of their high school studies. Qualified pupils should be encouraged to take the APP examination. It is advisable, also, that they ascertain the policy of the college of their choice in regard to accelerated or advanced placement programs. The fact that a high school student has completed a year's work in an advanced course in the high school does not necessarily mean that a college will grant advanced placement or college credit to the student. It is to be noted that the examination part of the Advanced Placement Program is open to any student, whether or not he has taken a special course. School personnel who are interested in the Advanced Placement Program should consult Advanced Placement Program: Course Descriptions, mentioned above.

Selection of Students

The Advanced Placement Course in Spanish should be limited to students who have demonstrated a special aptitude

for language and who have the intellectual ability and maturity necessary for a college-level course. It is generally estimated on a national basis that the gifted constitute about 3 per cent of a high school enrollment. The percentage would vary with the type of community served by the school. Participation in the program presupposes a better-than-average control of the basic skills; it also presupposes a keen interest in literature, the effective study of which involves development of esthetic, perceptive, and specialized skill of a high order.

It is important that identification and selection of the able and ambitious pupil in the foreign language field be made as early as possible.

Selection of students for the college-level course should be based on a group of criteria. Teachers who know the students are asked to make recommendations. Those recommended are invited to apply for the courses. Parent consent is usually asked, not only because the courses involve a certain outlay of money, but also because the parent, who knows best the child's plans and outside schedule, can judge whether so demanding a course can be managed. School records are consulted; intelligence quotients, results of standardized tests, attendance records, and relative standing in class must be considered. It is especially important that the student's general scholastic achievement be high so that his work in other subjects may not suffer because of the demands of this one. The school would take into account any experience in the language in elementary school. Guidance counselors and teachers are consulted not only on academic standing, but on general adjustment. Has the student the maturity, emotional balance, and health to undertake a difficult program? Has he good work habits? Are home conditions such as will permit him to work as many hours as college work demands?

It is possible, of course, to stipulate a minimum I.Q. or class average for the candidate; these will depend in great measure on the school. Most important, perhaps, is the factor of eagerness to take the course - not so much for the credit, but to work on a high level. Such eagerness indicates a conscious need and readiness for a more challenging course of study. Often the student who has this readiness will show evidence of it in other ways. He is likely to have read widely and to know well certain of the classics. Where the opportunity exists, he will have had contact with theaters, opera, museums, lectures; he might be a collector of stereophonic recordings or a leader of school activities. In effect, he is intellectually curious and has begun to be a person of culture.

Selection of Teachers

Teachers as well as students must be specially qualified for this program if it is to prove successful. The selection of the teacher is governed by the interest of the teacher in the program, his readiness to work on the college level, and the preparation he has had in the study of both language and literature. He must be fluent in the language and, preferably, should have lived or studied abroad. He must have a broad knowledge of Hispanic culture and literature and the ability to interpret and present literature on a college level. The teacher must realize that the course goes beyond the high school level in the reading of Spanish and Spanish-American literature, and that emphasis is placed upon critical analysis of literary works requiring mature response on the part of the student. It is important that both the teacher and the administration anticipate the need for devoting extra time to this course.

Administration of the Course

If college-level work is given in the high school, it should be part of a well-planned sequential program of at least six years beginning in grade 7. When possible, instruction should be provided five times a week throughout the sequence of grades 7 through 12. Ideally, college-level courses should be preceded by courses for the gifted for one or two years previous to entering the college-level course. This is not ordinarily practicable except in very large schools. However, when a preparatory sequence for the most able pupils cannot be scheduled, the teacher can provide these individuals with the necessary extra assignments and challenging experiences at this level and earlier levels under two conditions. The teacher must be willing to undertake the additional preparation and the administration must provide a reduced work load to compensate for the extra preparation.

One effective and profitable way of introducing college-level courses in large high schools is through the formation of a special class of students screened and qualified for a college-level course.

On the other hand, in schools where there is a small student population with resulting small registration in language courses, it might be impracticable, if not impossible, to schedule an extra class for college-level work. In this instance, neighboring schools could cooperate in forming one class in one of the schools to receive students from the other schools.

A third way of introducing the course has been tried. The exceptionally able and ambitious students are placed in the regular Spanish 4 or 6 class and provided with extra assignments and tutorial help. However, it must be remembered that in this plan the work of the student must be given special attention by the teacher. The student will also work in great part on his own initiative and responsibility on his college-level assignments. Naturally, to be successful, this arrangement requires frequent individual conferences between the teacher and the student. It also requires additional preparation by the teacher. This extra work should not be undertaken by either student or teacher unless the work load of both is otherwise lightened.

As indicated before, it is important that the teacher and the administration anticipate the need for devoting extra time to this course. Conference time should not be the gift of the teacher. In many schools, conference time replaces such non-teaching assignments as study-hall and cafeteria supervision. The teacher's schedule might well provide a period designated for conferences and the necessary extra preparation.

Even with optimum programming conditions, advanced classes must be kept small as compared with most high school classes. It is suggested that registration for the advanced placement course in Spanish be limited to a maximum of twenty students.

Content and Method

Differences between high school courses and college-level courses may be found in content, certain aspects of method, and, of course, in achievement expected of the student. In the sections which follow, specific differences will be discussed.

Objectives

The basic objectives in the Advanced Placement Course in Spanish are increased competence in the use of the language and a knowledge of the literature and culture of Spain and Spanish America. The content of the course should, therefore, be geared to the attainment of these basic aims.

An able student in the language who has followed a six-year sequential program is expected by his senior year to have attained the necessary skills for entering upon college-level work. In the advanced course, as stated in the

Advanced Placement Program: Course Descriptions, the student "should attain a high degree of proficiency in the areas of listening comprehension, speaking, writing, reading, and literary analysis. As a candidate for advanced placement in college, he will be expected to have the ability to understand spoken Spanish in connected discourse, to express himself with reasonable ease and fluency in conversational Spanish, and to write freely and accurately on subjects that fall within the range of his experience. The advanced student should also be able to read modern Spanish of moderate difficulty without the aid of a dictionary, and, using a dictionary, to read any given selection from classical or modern Spanish. He should be prepared to understand and appreciate varied aspects of literary expression, such as style, imagery, and structure."

Since successful students in the Advanced Placement Course may possibly be excused from the freshman course in college, it is important to try to offer them an approximation of the college course. There is, however, no standard course offered in the colleges. In fact, some large universities offer a variety of courses with divergent content at this level. Further reading in the Advanced Placement Program: Course Descriptions indicates that a major emphasis in the course should be on literature. The publication states, "To be eligible for advanced placement and credit in college the student is expected to have completed the equivalent of work required in a one-year college course in the introduction to literature which covers selected works from the literatures of Spain and Spanish America. The function of such a course in the advanced school program, as well as in college, is to direct the student toward appreciation of content and perception of literary values."

The Advanced Placement Program: Course Descriptions goes on to state that the course "is not conceived as a survey course of the entire field of either Spanish or Spanish American literature. It is, however, recommended that representative readings be selected from several different genres (novel, essay, short story, drama, lyric poetry). Although no specific minimum requirements are set up because of the variety of texts and methods, it is suggested that the intensive study of six to eight titles, plus selected poetry, might afford adequate coverage."

Development of Language Proficiency

While much of the course time must of necessity be devoted to literature, we must also concentrate on the other

important objective, namely, to increase the student's proficiency in the language, both oral and written. It can be expected that only Spanish will be used in conducting the Advanced Placement Course. The students will of course have frequent opportunity to express themselves with relation to the literary work being read or discussed in class. The active vocabulary will be extended to include new words and expressions related to the critical study of literature and of the history and culture of Spain and Spanish America. There must also be provision for abundant use of the language on everyday non-literary topics. The aural-oral competence achieved in earlier courses will continue to be strengthened to the point where the students are fully capable of engaging in a sustained conversation on a general subject.

Class work and assignments will include speech work of an advanced nature that might not have been experienced in the previous years. For example, students might be expected to give "platform" talks on topics related to Hispanic literature, history, or culture, and to engage in panel discussions or in conversations involving situations requiring a greater facility and vocabulary than in previous years.

Instructional situations and devices similar to those described in the State Syllabus and the Handbook may be employed. Such situations could include "telephone" conversations, role playing, presentation of short plays or scenes from longer works, oral presentation of poetry or poetic prose that has been memorized, listening to lectures by the teacher or by a visiting lecturer who is a native of Spain or Spanish America, viewing sound motion pictures in Spanish, listening to Spanish or Spanish-American recordings of plays, poetry and prose readings, radio programs, and visiting advanced classes in Spanish at neighboring colleges. Students should have experiences involving tests on listening comprehension. Teachers can devise various kinds of written tests evaluating students' understanding of a conversation, a reading, or a lecture on which notes may be taken. Magazines and newspapers are useful in the presentation of everyday language and provide an abundant source of topics for conversation, discussion, and oral and written reports.

Another language exercise which must be mentioned is translation. According to current thinking, translation from the foreign language into English is not advocated as a teaching-learning device, but it may occasionally be a useful testing device at this level of language achievement. Past examinations of the Advanced Placement Program have included a passage of literary Spanish for translation into English.

A certain amount of time might therefore be devoted to mastering this skill. Indeed, translation in this course is a justifiable literary exercise developing and reflecting command of both Spanish and English. The teacher, however, must limit translation judiciously, lest the process interfere with the habit of thinking and reading in the language without conscious reference to English.

Note-taking from an oral presentation is an important skill to be practiced, not only for its value in immediate use in the class, but also because the Advanced Placement Program examination has included a listening comprehension question utilizing the application of this skill.

Use will be made of audiovisual materials and language laboratory equipment. It is assumed that in many schools the students have been accustomed to the use of such materials and equipment in their previous study. Thus, they might be largely self-directed in their use of these aids. The teacher should have available tape recordings and other materials of a level of difficulty suitable for these gifted students. The availability of foreign language electronic equipment enables the student to spend more time in extending, supplementing, and enriching the work of the classroom.

Reading and Literature

A basic aim at all levels in the study of reading in accordance with modern concepts of language learning is comprehension without translation. This aim, of course, is to be maintained in the Advanced Placement Course. The basic reading skills are assumed to have been mastered by these gifted students. Their ability to read with facility will be strengthened by their experiences in reading extensively and intensively a variety of materials. Such reading will include current Spanish and Spanish-American newspapers and magazines, as well as works of literature in a variety of forms - fiction, essays, poetry, drama, biography, and history. From these readings and from other experiences, the students will acquire a more extensive knowledge of the cultural aspects of Spain, Spanish America, and their peoples.

As already pointed out, a major emphasis in our college-level course is the study of literature. There should be both extensive and intensive reading. By the use of precise writing, lectures by the teacher, notetaking, and discussion, the student develops techniques and skills for critical analysis of literary works. The student learns to recognize the author's main ideas and themes. He learns that not only what is said is important, but also how it is said. He becomes aware of the

various aspects of style - the use of figures of speech, rhythmic patterns, balance, repetition, tonal values, and diction. He reads not only to comprehend the content but to gain an understanding and appreciation of form, mood, and emotion. He becomes aware of the subtleties of character through character analysis, noting such effects as growth and change and the interplay between one character and another.

Where applicable, the study of a work should bring to bear necessary information on the author's life and times, the environmental factors of the time and place in the work itself, and comparisons of the work with others by the author or comparable works of other writers in Spanish and other languages.

Some teachers may wish to have detailed suggestions on the organization of the literature portion of the Advanced Placement Course. As an opening selection, a good choice would be a popular novel of undisputed literary value and of moderate length and difficulty, such as El Sombrero de Tres Picos, Pepita Jiménez, or Abel Sánchez, to be read intensively in class.

Some intensive and some extensive reading of representative selections from the major areas of Spanish and Spanish-American literature might follow. Readings might be selected in terms of their chronology, although some teachers may prefer to present modern selections before taking up the earlier literature with its special linguistic problems. We offer in this bulletin suggested readings for each of the major periods of Spanish and Spanish-American literature. Individual teachers may favor other selections not included here. The Advanced Placement Program: Course Descriptions suggests the intensive study of six to eight titles plus selected poetry. It may be possible for some classes to read more than that. The teacher will have to gauge the capabilities of his group.

To give a more complete picture of the literature of Spain and Spanish America, the teacher might present on occasion background material on the important literary and historical developments of the period. (This will also train the student in note-taking, upon which he is tested in the APP examination.)

In order for the student to have wider contact with literary works than class time affords, it is suggested that each student be assigned two outside reports on novels or plays. Each report should include not only a summary of the book read, but such other elements as character study,

a study of the author's life and background, and an analysis and criticism of the author's style and language. The report should be written and also presented orally in abridged form, so that the entire class may benefit by sharing reactions to the outside readings. The literature of the nineteenth and twentieth centuries of both Spain and Spanish America should be used for most of these reports.

List of Suggested Readings

Literature of Spain

Medieval Period

Selections from the *Cid*, *Conde Lucanor*, and the *Libro de buen amor*.

The Renaissance

Selections from some outstanding poets such as Santillana, Jorge Manrique, Gil Vicente, and Garcilaso; also a sampling of *romances*.

The Siglo de Oro

Lazarillo de Tormes, complete or selections
Cervantes, a *novela ejemplar* or selections from *Don Quijote*
Fray Luis de León, selected poems
San Juan de la Cruz, selected poems
Quevedo, selections from *El buscón* and poetry
Góngora, selected poems
One or two dramas of the period. Possible choices:
- Lope de Vega, *Fuente Ovejuna*; *Peribáñez*
- Tirso de Molina, *El burlador de Sevilla*
- Alarcón, *Las paredes oyen*; *La verdad sospechosa*
- Calderón, *La vida es sueño*; *El alcalde de Zalamea*

The Nineteenth Century

Moratín, *El sí de las niñas*
Larra, selected *artículos*
Espronceda, selected poems
Rivas, *Don Álvaro*
Zorrilla, *Don Juan Tenorio*; selected poems
Fernán Caballero, *La Gaviota*
Tamayo y Baus, *Un drama nuevo*; *Locura de amor*
Campoamor, selected poems
Bécquer, selected *rimas* and a *leyenda*
Alarcón, *El sombrero de tres picos*; *El capitán Veneno*
Valera, *Pepita Jiménez*
Galdós, *Doña Perfecta*; *Marianela*; *El abuelo*
Palacio Valdés, *José*; *La hermana San Sulpicio*

Short stories by some of the excellent short story writers of the period, such as:

Caballero, Cuentos y poesías populares andaluzas; Cuadros de costumbres
Pereda, Escenas montañesas; Tipos y paisajes
Picón, Cuentos de mi tiempo; Cuentos
Alas, Doña Berta; El Señor y lo demás son cuentos; El gallo de Sócrates
Baroja, Vidas sombrías
Alarcón, Historias nacionales; Cuentos amatorios
Pardo Bazán, Cuentos de Marineda; Sud-Exprés

The Twentieth Century

Blasco Ibáñez, La barraca
Valle Inclán, a sonata
Baroja, El árbol de la ciencia; Zalacaín el aventurero
Unamuno, Abel Sánchez; Niebla; San Manuel Bueno, Mártir
Ortega y Gasset, selections
Azorín, selections
Benavente, Los intereses creados; La malquerida; Los malhechores del bien
Casona, Nuestra Natacha
Grau, El señor de Pigmalión
Martínez Sierra, Sueño de una noche de agosto; Canción de cuna
García Lorca, La zapatera prodigiosa
Laforet, Nada

Selections from the outstanding poets of the period, such as: Antonio Machado, Manuel Machado, Juan Ramón Jiménez, Salinas, Guillén, García Lorca, and Alberti.

Short stories by some of the excellent writers of the period, such as:

Blasco Ibáñez, El préstamo de la difunta; La barca abandonada
Narbona, La princesa Maribolín y otros cuentos
Angulo, El lago de las cañas; Pupilas muertas
Ros, Jardín botánico; El sombrerito
Ossorio y Gallardo, La diplomacia
Pérez de Olaguer, Hablando con un limón; Charlando con el "Gordo"
Pemán, Memorias de un niño chico
Cela, Sanson García, Fotógrafo ambulante
Goytisolo, La guardia

Literature of Spanish America

Colonial Period

Selections from Bernal Díaz del Castillo, the Inca Garcilaso, and Sor Juana Inés de la Cruz.

Nineteenth Century

Lizardi, selections from El Periquillo Sarniento
Sarmiento, selections from Facundo
Mármol, Amalia
Hernández, selections from Martín Fierro
Isaacs, María
Altamirano, El Zarco
Short stories by some of the excellent writers, such as:

Mansilla (Argentina), Cómo se formaban los caudillos
Fernández Juncos (Puerto Rico), El retrato de Juan Cintrón
Palma (Peru), Tradiciones peruanas
Darío (Nicaragua), La muerte de la Emperatriz de la China; El rey burgués
Delgado (Mexico), El desertor
Batres Montúfar (Guatemala), Las tradiciones de Guatemala
Echeverría (Argentina), El matadero
Vallejo (Chile), Cuadros de costumbres
Blest Gana (Chile), Una escena social

Modernism (Poetry)

Selections from Gutiérrez Nájera, Martí, Silva, Rubén Darío, Nervo, Santos Chocano.

Twentieth Century

Rodó, Ariel
Sánchez, La gringa: Barranca abajo
Azuela, Los de abajo
López y Fuentes, El indio
Guzmán, El águila y la serpiente
Güiraldes, Don Segundo Sombra
Barrios, El hermano asno; El niño que enloqueció de amor
Gallegos, Doña Bárbara
Mallea, La bahía de silencio
Alegría, El mundo es ancho y ajeno

Selections from the outstanding poets of the period, such as: Delmira Agustini, Alfonsina Storni, Juana de Ibarbourou, Gabriela Mistral, and López Velarde.

Short stories by outstanding writers, such as:

Quiroga (Uruguay), Cuentos de la selva; Cuentos de amor, de locura y de muerte; Más allá
Lynch (Argentina), De los campos porteños
Borges (Argentina), El jardín de senderos que se bifurcan; El Aleph
Nervo (Mexico), Almas que pasan
Rojas (Chile), Travesía
Maluenda (Chile), Escenas de la vida campesina
Hernández-Catá (Cuba), Los frutos ácidos; Piedras preciosas
Viana (Uruguay), Leña seca
Blanco-Fombona (Venezuela), Cuentos de poeta; Cuentos americanos
Fernández Guardia (Costa Rica), Cuentos ticos; La miniatura
Arciniega (Peru), Playa de vidas
Miró (Panamá), El gran peso
Meléndez Muñoz (Puerto Rico), Tirijala
Toro, (Puerto Rico), Mi padre

Wherever practicable, it is suggested that unabridged editions be used in the Advanced Placement Course. Several publishers in Argentina, Mexico, Spain, and the United States are now publishing inexpensive paperback editions of Spanish and Spanish-American classics.

Some teachers have found it advisable to use, in addition to several individual works, a survey text containing representative selections of different periods and genres.

Most teachers may wish to devote some extra time to areas in which they have special interest and preparation. It should be noted that the Advanced Placement Program examination is generally given the third week in May. This allows about one month during which the teacher may devote more time to special topics, both in literature and civilization, especially of the contemporary scene.

Culture of Spain and Latin America

The study of culture and civilization, which has formed an integral part of the Spanish language program from the first level on, is continued on a higher plane. Actually, the language itself is a major aspect of the culture. The various facets of life which comprise the civilization and culture of the people become evident through the daily use and study of the language and the literature. Certain specific activities related to the study of the culture may be used occasionally. Teachers may present talks to the class; and,

as in Spanish classes at all levels, holidays, songs, films, and slides furnish valuable means of integrating culture with the study of the language and the literature. Visits to museums and to Spanish or Mexican restaurants, where possible, are productive cultural contacts. Television and radio often provide programs of special interest to students of Spanish. Many students subscribe to a Spanish or Spanish-American newspaper or magazine. Firsthand contact with these cultures may be attained through correspondence with students abroad and through an exchange of cultural materials. In the advanced class in some schools, each student must have presented by the end of the second semester a paper which represents individual research on a cultural subject of major interest to him. Students might combine this work with source themes for English or social studies.

Composition

Knowledge of the language includes the ability to write clearly and correctly in Spanish.

It is not to be expected that, in a college-level course, much class time will need to be spent in the basic mechanics of writing. Gifted students will have correlated the different skills of hearing, speaking, reading, and writing so that they can use these skills as a multiple tool for communication. However, the teacher will require correctness of written expression and will assist individual pupils to overcome persistent faults.

The content of the college-level course does not include a study of formal grammar as such. It is assumed that these able and ambitious students have mastered the fundamentals of Spanish structure. However, especially to meet the demands of the written language, they should know how to use a reference grammar. Therefore, a reference grammar, like a dictionary, should be one of the available reference tools.

Practice may be given in various forms of writing, such as narration, description of people or places, personal essays, exposition, and argumentation. Some imaginative writing may be done, but factual material presented in the forms of description, exposition, or argumentation, imposes a greater discipline in logical thinking and orderly presentation.

To be avoided are a rambling style and meaningless repetition so often associated with filling space. In all writing, quality rather than quantity is the goal. Perhaps the chief quality to be striven for is clarity. To be able

to write convincingly, the student must know his topic and know how to present it. As in his English classes, he should write well-ordered paragraphs and unified compositions. His ideas should be developed within a logical structure, identifying main topics and their supporting details, the whole progressing from point to point with a sense of purpose.

Many pieces of writing will grow from the study of literature and of the history and culture of the people. General topics might be chosen, however, especially at the beginning of the year. As mentioned previously, students might eventually undertake a source theme on a literary or cultural topic.

Some Useful References for Teachers and Students

It is hoped that many of the items in the following bibliography will form part of a special reference library (either in the classroom or in the school library). The students should be encouraged to familiarize themselves with these tools and should occasionally be given specific assignments in them.

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Periodicals
(Mainly for Teacher Reference)

Hispania. American Assn. of Teachers of Spanish and Portuguese. DePauw University, Greencastle, Ind. 4 times a yr. $5

Hispanic Review. Dept. of Romance Languages, University of Pennsylvania, Philadelphia, Pa. 4 times a yr. $7.50

Modern Language Journal. National Federation of Modern Language Teachers Associations. 7144 Washington Ave., St. Louis, Mo. 8 times a yr. $4

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Revista Hispánica Moderna. Hispanic Institute, Columbia University, 435 W. 117th St., New York 27, N.Y. Quarterly. $6

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Advanced Conversation and Composition Texts

DaSilva, Zenia, & Lovett, G. H. Al buen hablador. Norton. 1958

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American Book Company, 55 Firth Avenue, New York 3, N.Y.

Las Americas Publishing Company, 152 East 23rd Street, New York 10, N.Y.

Appleton-Century-Crofts, 35 West 32nd Street, New York 1, N.Y.

Barnes & Noble, Inc., 105 Fifth Avenue, New York 3, N.Y.

Thomas Y. Crowell Company, 432 Fourth Avenue, New York 16, N.Y.

Frank R. Diaz, 108 East Fifth Street, Oxnard, Cal.

D. C. Divry, 293 Seventh Avenue, New York 1, N.Y.

Dover Publications, Inc., 920 Broadway, New York 10, N.Y.

Escopel Company, 103 Harrison Street, Verona, N.J.

Franz C. Feger, 17 East 22nd Street, New York 10, N.Y.

Follett Publishing Company, 1010 West Washington Boulevard, Chicago 7, Ill.

Funk & Wagnalls Company, 153 East 24th Street, New York 10, N.Y.

Garden City Publishing Company, 575 Madison Avenue, New York 22, N.Y.

Ginn and Company, Statler Building, Boston 17, Mass.

Goldsmith's Music Shop, Inc., 401 West 42nd Street, New York 36, N.Y.

Harcourt, Brace & Company, Inc., 750 Third Avenue, New York 17, N.Y.

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D. C. Heath and Company, 285 Columbus Avenue, Boston 16, Mass.

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Henry Holt and Company, 383 Madison Avenue, New York 17, N.Y.

Houghton Mifflin Company, 2 Park Street, Boston 7, Mass.

M & M Iaconi, 300 Pennsylvania Avenue, San Francisco 7, Cal.

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Henry Regnery Company, 426 South Spring Street, Los Angeles 13, Cal.

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University of California Press, Berkeley 4, Cal.

University of Chicago Press, 5750 Ellis Avenue, Chicago 37, Ill.

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University of North Carolina Press, Chapel Hill, N.C.

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Some Sources of Books Abroad

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Ediciones Ercilla, Santiago, Chile

Ediciones Taurus, S.A., Madrid, Spain

Editorial Anahuac, Mexico, D.F.

Editorial Andes, Santiago, Chile

Editorial Araluce, Barcelona, Spain

Editorial "Cultura", Santiago, Chile

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Editorial Losada, S.A., Buenos Aires, Argentina

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